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INTEGRATION OF MEDIATION-BASED PEDAGOGICAL APPROACHES IN HIGHER EDUCATION: A MILITARY PERSPECTIVE

Oscar Orlando Porras Rodriguez^{1*}

¹University Institution General Rafael Reyes Higher War College, Colombia

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Corresponding Author: Oscar Orlando Porras Rodriguez
(Oscar.porrasr@esdeg.edu.co)

ABSTRACT

Mediation-based pedagogy has become an increasingly important pedagogical approach in higher education as institutions move away from transmission-oriented pedagogy towards more dialogic, reflective and learner-centered models of learning. This review explores the integration of mediation-based pedagogical approaches in higher education from the perspective of the military and argues that mediation is not just a form of conflict resolution, but a more general pedagogical orientation based on dialogue, guided interaction, ethical reflection and shared meaning-making. The article reviews the conceptual and theoretical foundation of mediation-based pedagogy, the forms that it takes in higher education today, and the relevance of mediation-based pedagogy to military institutions as unique pedagogical environments defined by hierarchy, discipline, leadership formation, and professional responsibility. It also examines fields of implementation to be practiced, the central implementation challenges, and the increasingly important digital and AI-assisted learning spaces in mediated learning. The present review argues that mediation-based pedagogy can enrich military higher education in terms of enhanced communication, ethical judgment, conflict competence, reflective leadership, and adaptive decision-making. Nevertheless, it can only be successfully adopted with a thorough contextual adjustment, institutional dedication, faculty willingness, and ethically sound educational technologies application. The review concludes that mediation-based pedagogy provides a useful framework for connecting higher education innovation and military professional formation and future-oriented institutional reform.

KEYWORDS: *mediation-based pedagogy; higher education; military education; dialogic learning; educational innovation*

1. INTRODUCTION

Higher education is undergoing a significant change in pedagogy from transmission-based teaching to more interactive, dialogic, and learner-centered designations of teaching. This change indicates an increasing disillusionment with models that place learners mostly in the role of passive receivers of knowledge and faculty members in the role of unidirectional communicators of information. On the contrary, the modern educational thought is more and more focused on participation, inquiry, classroom discourse, and co-construction of meaning. Within this transition, the teaching approach of dialogic teaching has gained significant influence because it views learning in terms of exchange through questioning, interpretation and active intellectual engagement as opposed to simply delivering content. Such a shift is found to be highly relevant to the present review because it offers the larger educational context within which mediation-based pedagogy has found significance (Alexander, 2008).

Closely related to this transformation is the growing recognition that higher education also needs to develop communication, reflection and collaborative learning. Learning institutions have since been charged with not only imparting disciplinary knowledge, but also training students to operate in a multicultural environment, have a reasoned dialogue, think responsibly about complicated academic and social facts. Discussion-based teaching has thus gained importance as a pedagogical resource in that it helps in participation, enhances understanding, and facilitates student ideas to be tested through dialogue with others. In this respect, the mediation-based pedagogy may be recognized as a broader trend of educational practices that think about the importance of facilitated interaction, reflective exchange, and the formation of positive interpersonal competence in academic environments (Brookfield and Preskill, 2012).

The relevance of pedagogy of mediation becomes even more obvious when higher education is considered to be a social and ethical institution and not merely a place of credentialing. Universities increasingly work in environments characterised by diversity, uncertainty and competing viewpoints and this makes educational management of conflict, disagreement and difference particularly important. From this perspective, mediation-based pedagogy is more than a pedagogy designed to be used in the classroom, it is a pedagogy that defines a way of organizing learning that supports peaceful

engagement, mutual recognition and responsible participation. Research on peacebuilding in higher education has demonstrated that educational establishments may be useful in forming dialogue and social responsibility cultures when they engage in deliberate practices in support of these priorities in their pedagogical programs. This makes mediation-based approaches particularly relevant to current discussions on the civic and human purposes of higher education (Millican et al., 2021).

Despite such relevance, there is an important scholarly gap. Much of the discussion around mediation, dialogue and conflict sensitive pedagogy that exists has been focused on civilian universities and conventional academic environments. Less attention has been paid to the institutions in which educational processes are highly affected by hierarchy, commands, formal discipline, and professional formation. This gap is important as the capacity of institutions to respond productively to tension and disagreement is not simply dependent on the administrative mechanisms to manage it, but also depends on the pedagogical culture the institution promotes. Research on the mediation capacity in university settings has already shown that conflict engagement cannot be considered as a peripheral issue in higher education. Instead, it must be considered as part of the institutional process of learning and development, and that is even more important in contexts where authority and organizational structure are defining aspects of the situation (Harris, 2008).

It is in this gap that the present review is located. Military higher education is thus far underexplored in discussions about mediation-based pedagogy as it is a unique and highly important educational environment. Military institutions prepare learners for leadership, ethical judgment, communication in the face of pressure, and decision-making in the context of complex human situations, but do so in a system that is itself shaped by the concepts of discipline and hierarchy. This review hence explores the theoretical background of mediation based pedagogy, its applicability within the context of higher education, its potential applicability to military education and the implications of mediation based pedagogy to digital learning, ethics and institutional reform. The main argument that is advanced here is that mediation-based pedagogical approaches have the potential to enhance higher education by supporting reflective, communicative and ethically informed learning, but in military contexts, it is important to adapt them carefully to

the institutional realities of authority, leadership training and professional culture (Kester et al., 2022).

2. CONCEPTUAL AND THEORETICAL FOUNDATIONS OF MEDIATION-BASED PEDAGOGY

Mediation-based pedagogy is more comprehensive than formal dispute resolution. In teaching, it can be defined as facilitated processes, by means of which learning is influenced by interaction, dialogue, reflection, and facilitated meaning-making. It involves mediation of knowledge building, mediation of learning through reflection, mediation of learning through conflict and social and cognitive mediation of learning. As illustrated in Figure 1, mediation-based pedagogy can be seen as a series of inter-connected relationships between basic theories, pedagogical processes and educational outcomes (Mercer et al., 2019).

Its theoretical background is interdisciplinary. Constructivist and social constructivist perspectives also focus on the active role of learners in the process of creating meaning by interacting with concepts and people. Dialogic pedagogy emphasizes the use of talk, questioning and interpretive conversation in learning. The relational and ethical approach of restorative education introduces a sense of responsibility, respect and repair to the learning communities. These major foundations are summarised in Table 1, which indicates the

relevance of these to both higher education and military education (Evans & Vaandering, 2022).

As a pedagogical logic, mediation-based pedagogy changes the roles in the classroom. The teacher becomes a facilitator or a mediator and no longer just a transmitter of knowledge. The students are engaged as part of the meaning-making process and the classroom is a place of negotiated understanding. In this model, learning is not only cognitive but also relational, as it requires communication, participation and interaction. This idea is supported by the concept of teaching as mediation which focuses on the part of the educator in creating favorable intellectual and social learning conditions (Teeters et al., 2021).

These foundations provide a reason why mediation-based pedagogy is linked to important educational outcomes. Through stimulating dialogue, reflection, and constructive interaction, it helps to think critically, demonstrate competence in communication, control emotions, reflect on ethics, work in teams, and manage conflicts. In the case of higher education, it elevates mediation-based pedagogy past being a pedagogical technique; it can be seen as a model of building intellectual, interpersonal, and ethical abilities required in complicated academic and professional contexts (Watson et al., 2017). Figure 1 presents a layered model where the foundational theories are used to inform key pedagogical processes which in turn generate major educational outcomes.

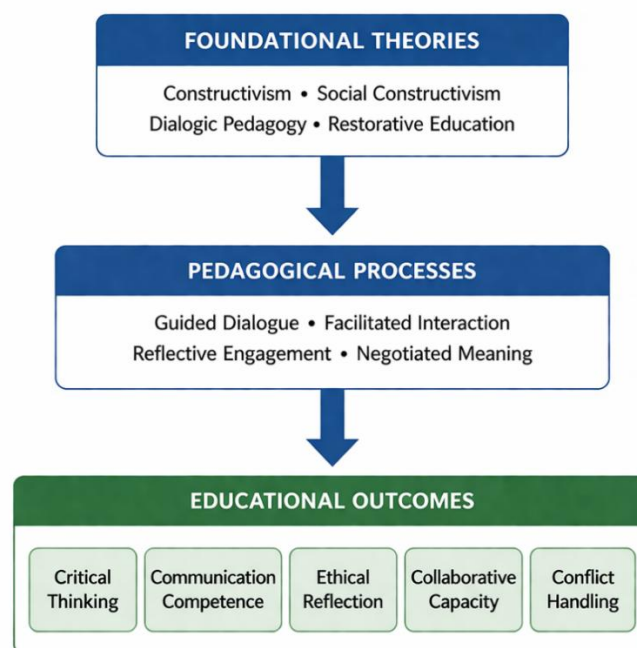


Figure 1. Theoretical model of mediation-based pedagogy

Table 1. Major theoretical foundations of mediation-based pedagogy

Theory/framework	Key idea	Relevance to higher education	Relevance to military education
Constructivism	Learners actively construct knowledge	Supports learner-centered learning	Encourages adaptive thinking
Social constructivism	Learning develops through interaction	Promotes collaboration	Strengthens teamwork
Dialogic pedagogy	Knowledge develops through dialogue	Builds participation and inquiry	Supports leadership communication
Restorative education	Education should foster responsibility and repair	Encourages ethical learning environments	Supports accountability and cohesion

Table 1 summarizes the main theoretical frameworks supporting mediation-based pedagogy and their relevance to higher education and military education.

3. MEDIATION-BASED PEDAGOGICAL APPROACHES IN CONTEMPORARY HIGHER EDUCATION

Contemporary higher education has drifted further and further away from lecture-dominated instruction towards more interactive and participatory models of learning. This movement indicates the increased emphasis on learner agency and the role of communication and collaboration in the academic settings. Rather than placing students as passive recipients of knowledge, the current pedagogical approaches emphasize active participation of students, dialog, and shared responsibility in the learning process. Dialogic learning is particularly important in this transition because it prompts students to interact with ideas through discussion, facilitation, and reflective exchange, which can enhance the understanding as well as participation in higher education settings (Brugha & Hennessy, 2022).

In this general change, mediation based pedagogy manifests in a number of forms in higher education. These are dialogic teaching, cooperative learning, peer mediation, restorative pedagogy, seminar based reflective learning, and case based or negotiation centered teaching. Such approaches vary in format, but they have a common emphasis on interaction, facilitated exchange, and constructive engagement with different views. In particular, mediation training and conflict resolution practices have become visible in higher education as an approach to improving communication, professional development and campus dialogue. These approaches reveal and demonstrate that a

mediation-based pedagogy is not constrained to only one form of pedagogy, but rather works in multiple formats based on the purpose of the institution and context of the classroom (Watson et al., 2019).

The importance of these pedagogical approaches is that they are closely linked to broader objectives of higher education. Mediation-based practices support graduate attributes like communication competence, collaboration, ethical reasoning and problem-solving. They also contribute to interdisciplinary thinking by challenging students to work across perspectives and engaging in complex issues through discussion rather than receiving simple content. These strategies can be used in various academic settings to facilitate inclusion and civic education and facilitate respectful engagement and constructive participation with difference. As summarized in table 2, mediation-based pedagogical approaches are relevant not only for the classroom teaching but also for the formation of professional, ethical and institutional learning cultures in a broader sense.

At the same time, a position of critical thinking is needed. Mediation-based pedagogy is at times conceptually vague, in particular when the term is used to refer to very different practices under a single label. It is also not uniformly applied at institutions and usually relies on competence in the instructor, facilitation and institutional support. In other instances, the principle of active engagement might clash with realities in the classroom due to time constraints, a curriculum that is time-based, or some students being more engaged than others. Studies of mediation practice in higher education have indicated that, such practices are useful, but their success is determined not only by how well they are integrated into the overall learning setting and not as isolated interventions (Pace et al., 2005).

Table 2. Mediation-based pedagogical approaches in higher education

Approach	Core features	Typical use in higher education	Key benefits	Main limitations
Dialogic teaching	Structured discussion and guided questioning	Seminars, discussion-based classes	Improves participation and critical thinking	Depends on facilitation quality
Collaborative learning	Shared tasks and joint meaning-making	Group projects, workshops	Strengthens teamwork and communication	Uneven student contribution

Peer mediation	Student-supported conflict dialogue	Campus mediation programs, student support	Builds conflict competence	Limited scalability
Restorative pedagogy	Reflection, accountability, relational repair	Inclusive classroom and support settings	Encourages ethical and respectful learning	Requires cultural adaptation
Seminar-based reflective learning	Guided reflection and interpretive discussion	Advanced seminars and professional education	Deepens analysis and self-reflection	Time-intensive
Case-based/negotiation-centered pedagogy	Scenario analysis and problem-solving dialogue	Law, policy, leadership, professional programs	Enhances decision-making and applied reasoning	May remain instructor-dependent

Table 2 summarizes major mediation-based pedagogical approaches in higher education, highlighting their core features, common uses, benefits, and limitations.

4. MILITARY HIGHER EDUCATION AS A DISTINCT PEDAGOGICAL ENVIRONMENT

Military higher education is not like higher education with a military specialization; it is a specific pedagogical environment that is conditioned by the fact that it has a double responsibility: academic teaching and professional formation. It includes university-level learning, as well as leadership preparation, institutional socialization and preparation for service in complex operational settings. In this respect, the learning should enable military students to be ready not only to know how, but also to operate in orderly systems of authority, duty and collective purpose. This makes it an important context for a pedagogical analysis in theory rather than an application case. From the sociological standpoint, officer education's position is unique as it lies between the academic development, professional identity, and military organization (Caforio, 2018).

A defining feature of this environment is that it functions in structures of hierarchy, discipline and institutional identity. Military pedagogy is thus influenced by a series of educational expectations which differ in many civilian contexts, such as authority and command, collective accountability, teamwork, decision-making under pressure, and very strong ethical commitments. It also places particular emphasis on communication, both in chains of command and in intercultural or strategic situations. Such features render military learning very structured, yet fiercely relational also because performance in many cases tends to rely on cooperations, confidence and mutual understanding of teams. As shown in Figure 2, military higher education is a pedagogical ecosystem with hierarchy, leadership, ethics, communication, teamwork, decision-making, institutional culture, and pedagogy all closely linked to each other (Juhary, 2015).

At the same time, there is an important internal tension at work in military higher education between hierarchy and dialogue. Learners are expected to become disciplined and obedient, but they must also exercise judgment, adaptability and reflective thinking. Similarly, command structures may seem to be in opposition to participatory learning while standardization may reduce the flexibility which is often synonymous with dialogic pedagogy. Such a stress positioning makes military education a crucial area of analysis of the associations between authority and critical reflection in educational practices. This is a complex issue as the intersection of military and academic cultures is such that educational institutions within military systems are often required to negotiate both the demands of professional command and the intellectual demands of higher learning (Higbee, 2016).

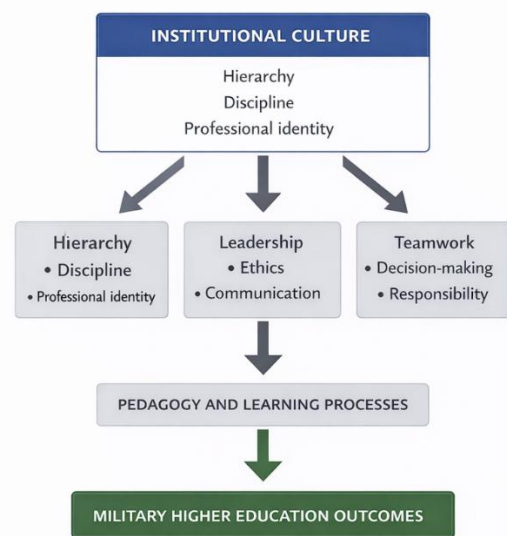


Figure 2. Military higher education as a pedagogical ecosystem

This is also the reason why mediation is important in the military context. Contemporary military professionals need de-escalation skills, leadership communication, ethical judgment, conflict management, intercultural competence and adaptive thinking more than ever before. Such

requirements go far beyond technical skills and need pedagogical models that can foster reflective and relational abilities on top of discipline. A critical view on militarized pedagogy further reveals that military education should not only be understood in terms of compliance and control, but also in terms of the ways in which values, identities and future-oriented modes of action are shaped. Mediation-based pedagogy is therefore relevant in this setting because it provides opportunities to enhance communication, responsibility, and positive engagement without neglecting the realities of military structure and professional purpose (Johnson, 2014). Figure 2 shows military higher education as an interrelated pedagogical ecosystem where institutional and educational components are in constant mutual influence.

5. INTEGRATING MEDIATION-BASED PEDAGOGY INTO MILITARY HIGHER EDUCATION

The integration of mediation-based pedagogy into military higher education is most relevant in areas where professional formation is dependent on communication, judgment and collaborative leadership. Such include leadership education, ethics and professional military conduct, communication training, conflict management education, team-based problem solving, officer development programs, and seminar or simulation-based learning environments. Such domains need more than technical instruction; they need pedagogical approaches that are capable of developing the capacities for reflection, Interpersonal competence and responsible decision-making. In the process of military professionalism change, the need for educational adaptation becomes increasingly necessary since contemporary military forces must prepare personnel for complex human, ethical, and strategic environments, not only for the sake of procedural compliance (Hachey et al., 2020).

In practice, mediation-based pedagogy can be incorporated in a number of instructional forms. Guided discussion of ethical dilemmas, leadership and operational judgment can be created with the help of facilitated seminars. Structured dialogue can be utilized to reinforce communication and perspective taking; while reflective debriefing can be

used to help learners interpret experience following an exercise, simulation, or field based task. Additional modes include peer mediation activities, role-play and scenario learned, case based conflict analysis, and guided collaborative decision. Such methods are especially relevant to the modern educational environment of defense universities that are starting to focus more on the active learning process and approaches to teaching based on reflection and responsiveness to context (binti Juhary, 2024). The potential benefits of such integration are huge. Pedagogy based on mediation is able to enhance listening and communication, assist more mindful leadership, and enhance conflict competence within a group context. It may also enhance collaborative decision making by helping learners to engage constructively with levels of uncertainty, disagreement and shared responsibility. In military teams, learning-oriented leadership and psychological equality have been found to improve team learning, indicating that pedagogical models which support open communication and guided participation can make a meaningful contribution to both leadership development and operational effectiveness (Stothard & Drobnjak, 2021). As summarised in Table 3, the value of the Mediation based pedagogy is in the ability to link the educational strategy to the concrete military learning outcomes.

At the same time, the pedagogy of mediation should not be introduced as a wholesale replacement for military educational traditions. Its implementation should be selective, context sensitive and in accordance with institutional mission. Military education has legitimate disciplinary and operational requirements and these will not simply be displaced by civilian pedagogical models. Instead, mediation-based approaches should be adjusted in ways that facilitate the complementarity of existing structures of leadership development, ethical formation, and professional preparation. The idea is, in this regard, not to replace discipline with dialogue, but to balance them in such a way that fosters the facts of military education and increases its scope of pedagogy. This is selective and mission conscious integration particularly in peace, war, and professional military education curricula, which must be responsive to institutional purpose and human complexity (Wibben and Donahoe, 2020).

Table 3. Applications of mediation-based pedagogy in military higher education.

Military educational domain	Mediation-based strategy	Intended learning outcome	Likely implementation challenge
Leadership education	Structured dialogue and reflective seminars	Reflective leadership and better communication	Resistance to participatory formats
Ethics and professional conduct	Case-based discussion and guided reflection	Ethical judgment and responsibility	Abstract discussion may seem detached from practice

Communication training	Facilitated interaction and peer feedback	Listening, clarity, and strategic communication	Uneven learner participation
Conflict management education	Peer mediation and conflict analysis	Conflict competence and de-escalation skills	Limited faculty expertise
Team-based problem solving	Guided collaborative decision exercises	Shared judgment and teamwork	Time pressure in training settings
Officer development programs	Scenario-based learning and debriefing	Adaptability and professional growth	Need for careful curricular integration
Seminar and simulation environments	Role-play and reflective debriefing	Applied reasoning under uncertainty	Balancing realism with reflection

Table 3 provides descriptions of how the pedagogy of mediation can be applied in military higher education in a practical way, showing which learning outcomes are aimed for and what challenges can be expected in the application of each of these domains.

6. CHALLENGES, CONTRADICTIONS, AND LIMITS OF IMPLEMENTATION

The critical analysis of the mediation based pedagogy of higher education in the military has to focus on its potential as well as limited aspects. An institution is one of the significant obstacles. Military education is prone to working in strict organizational systems that trend towards stability, standardization, and instructor-based education. Pedagogical change in these environments can be seen with some suspicion, particularly where it seems to diminish control or redistribute power in the classroom. Very dialogic methods may be met with organizational suspicion thus, not necessarily due to unworthyness, but rather due to the fact that such procedures appear to be incompatible with the organizational routine of command and discipline and curriculum-delivery.

Cultural barriers are as well very important. Pedagogy based on mediation can be seen as diluting authority, blurring discipline, or bringing too much openness to settings that are founded on clear hierarchy and professional order. This puts a strain between the participatory and relational ideals of mediation and symbolic expectations of military identity. In this case, resistance is not necessarily only procedural but also cultural based on beliefs on what military education should be and how authority needs to be exercised.

Faculty and curriculum barriers also make implementation more difficult. Mediation based pedagogy requires instructor competence as the ability to achieve dialogue, control difference and

reflective learning environments. Forming such a dialogic position is in itself challenging and can not be presumed to spontaneously arise due to professional knowledge. It demands continuous pedagogical learning, practice and institutional encouragement, which is not always available in highly-organized teaching systems. Such challenges can be increased further when programs are full, and there is not much time to engage in reflective discussion, debriefing, or guided interaction (Heron and Wason, 2025).

The other challenge is assessment. The quality of dialogue, ethical judgement, interpersonal competence or conflict management are outcomes that are more difficult to assess than the traditional content recall or procedural performance. This causes a discordance between new pedagogy and old assessment systems which could continue to favour standardisation, efficiency and other outcomes that can be easily measured. It is implementation in that way that is limited in part not only by teaching practice but also by the definition of evidence of learning by the institutions.

Transferability has also limits. Mediation-based pedagogy as a type of civilian models cannot be transplanted in a military institution without reformulation. Their effectiveness will lie in the context-sensitive adaptation, conformity to institutional mission, and the balanced approach to the requirements of operations and discipline. This problem becomes even more topical in the tech-changing higher education setting where new teaching resources can facilitate the interaction but come with additional complications during the implementation, training, and assessment (Crompton and Burke, 2023). As summarized in Table 4, institutional, cultural, pedagogical, and evaluative barriers are the key ones and each of them needs a varied institutional response, instead of a universal one.

Table 4. Key barriers and response strategies for implementation

Barrier	Nature of the problem	Effect on pedagogy	Possible institutional response
Institutional rigidity	Strong dependence on hierarchy, standardization, and instructor-centered delivery	Limits dialogic flexibility and participatory learning	Introduce phased and mission-aligned pedagogical reform

Cultural resistance	Belief that mediation may weaken authority or discipline	Reduces acceptance of reflective and open dialogue	Reframe mediation as strengthening leadership and responsibility
Faculty preparedness	Limited training in facilitation and dialogic practice	Weak or inconsistent implementation	Provide targeted faculty development and guided practice
Curriculum overload	Dense training schedules and limited reflective time	Restricts sustained dialogue and debriefing	Embed mediation practices within existing modules
Assessment mismatch	Traditional evaluation systems favor measurable content outcomes	Undervalues ethical, communicative, and conflict-related learning	Develop mixed assessment models for reflective and relational outcomes
Transferability limits	Civilian pedagogical models may not fit military contexts directly	Risks superficial or inappropriate adoption	Adapt approaches selectively to institutional mission and operational needs

7. Digital Transformation, AI, and Mediated Learning Environments

The possibilities that digital transformation introduces to mediation-based pedagogy in tertiary institutions have increased through the availability of new arenas of dialogues, reflections and directed interpersonal communication. Learning management systems, online discussion environments, collaborative digital platforms, and virtual feedback has facilitated the facilitation of mediation of learning outside of the physical classroom. All these technologies have the power to organize participation, expand time of discussion, and facilitate reflective engagement in a manner that is well in line with mediation-oriented educational objectives. In the broader context of higher education, AI is currently coming into this change, and it is increasingly applicable in the areas of teaching, feedback, and learner support (Crompton & Burke, 2023).

Technology enhanced learning in military education is particularly relevant since it aids in complex training environments which can hardly be implicated using traditional classroom training. The structured opportunities of reflection, communication and judgement in the face of pressure can be achieved by simulation based learning, virtual scenarios, digitally facilitated collaborative decision making and interactive leadership activities. These settings are especially applicable to the mediation-based pedagogy since they enable learners to train their decision-making, interpersonal response, and conflict management within controlled but realistic settings. This makes digital mediation very highly practical in higher education in the military, where pedagogy frequently needs to bridge theory, complexity of operations and human interaction (Luckin, 2018).

The pedagogical mediation that is supported by AI introduces another layer in the development. Intelligent feedback tools, AI-aided tutoring, simulated dialogue, adaptive scenario learning, reflective prompting tools, etc. may help learners by

providing timely guidance, repetition, and one-on-one navigation through complex content. The process of digital and AI enhanced mediation may be viewed, as represented in Figure 3, as a system in which technology systems assist the mediation system, which subsequently influences the pedagogical consequences, but is limited by ethical considerations. The evidence of systematic reviews indicates that AI applications in higher education are increasingly based on support capabilities like feedback, personalization, and adaptive learning, but the application of AI in education is still not well-balanced and is still underdeveloped in terms of the pedagogical approach (Zawacki-Richter et al., 2019).

The possibilities of digital mediated learning and AI are significant. These are scalability, individualized instructions, repetition in the safe simulated situations, prompt feedback, and also support of complicated scenario-based education. In the case of military education especially, the features are appealing since the learner can practice the aspects of judgment, communication, and coordination of teams in environments that can be recreated and modified without risk of operational failure. Simultaneously, the technologies also have significant ethical issues. They encompass being biased by algorithms, automating judgment, being robbed of human learning to relate, surveillance dangers, data privacy, and more general inquiries about the place of AI in the creation of professional decisions. The artificial intelligence as educational value is thus not merely reliant on the technical capacity, but rather on the use in support; not in replacement of the human judgment, moral reasoning, and relational learning. This is one of the pivotal issues in broader discussions of the pledges and prospects of AI in education (Holmes et al., 2019). As Figure 3 illustrates, a conceptual framework can be created to help mediation-based pedagogy to be supported with the aid of digital tools and AI systems based on guided interaction,

adaptive feedback, and scenario-based learning and necessitate the use of ethical protection

against human judgment, privacy, and relational learning.

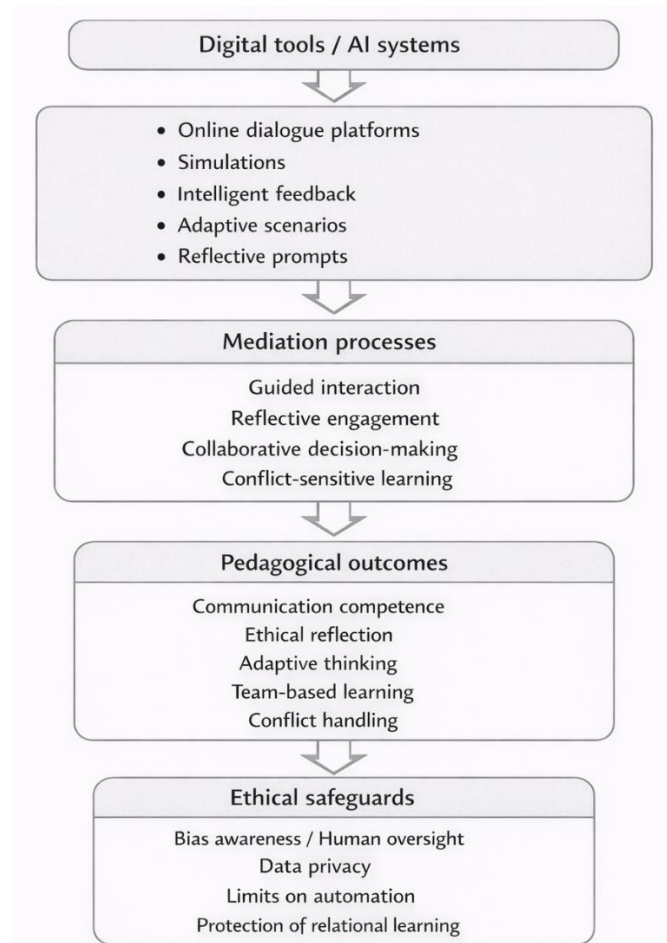


Figure 3. Digital and AI-enhanced mediation framework

8. POLICY, INSTITUTIONAL IMPLICATIONS, AND FUTURE RESEARCH

The review recommends that mediation-based pedagogy be considered in the higher education policy as a fundamental pedagogical ability, and not as a non-essential or marginal teaching method. When the higher education institutions seek to produce communicatively competent, ethically-minded, collaborative, and able to work across difference graduates, then the concept of mediation-oriented learning ought to be implicated in curriculum design and associated with the institutional learning outcomes. This is more so relevant in modern day higher education systems, which are increasingly attaching more importance to graduate qualities like problem-solving, teamwork, reflective judgment, and civic responsibility. Company policies to recognize mediation as a component of quality teaching may assist in bringing these methodologies out of the practice and into the supported institution of state pedagogy.

The implications are stricter and more precise in the case of military education institutions. An adoption of mediation-based pedagogy without a conscious faculty development in dialogic teaching, supported interaction, reflective debriefing and conflict sensitive learning cannot be adopted meaningfully. Redesign of curriculum is also needed but not as an overhaul of current traditions of military education, but developing structured areas where leadership, communication training, ethical reasoning and collaborative judgment can be instructed using mediated learning processes. Ethical frameworks in this model are necessary, especially where the dialogue, reflection, and digital tools are applicable in the manner that could impact on authority, privacy, or professional identity. Institutional purpose must be to create pedagogy to meet leading formation purposes in such a way that communication, judgment, and responsibility are

created together with discipline and operational competence.

A number of institutional reform priorities are the result of this review. To begin with, professional growth needs to be managed as a strategic need, as mediation-based pedagogy relies on the ability of the teacher to do it. Second, one thing that the institutions should do is to develop interdisciplinary curriculum spaces where learning about ethics, communicative and conflicts can be integrated across subjects instead of being limited to isolated modules. Third, the results associated with dialogue quality, ethical awareness, collaborative reasoning, and conflict competence have to be assessed by reflective assessment models as they are frequently ignored by the traditional assessment systems. Fourth, digital, and AI-enhanced learning places should be handled in a thoughtful manner, with the obvious pedagogical intent and suitable protection, in order to make technology innovation reinforce instead of undermine human-centered learning.

Some gaps in research are also discovered by the review. There is a limited amount of empirical research on the specific mediation-based pedagogy of military higher education. No comparative research has also been conducted to consider the various ways in which various military education systems can understand and use dialogic or mediation-oriented teaching. The mediation-based outcomes have not been evaluated on a long-term basis and especially on matters of leadership formation, ethical judgment, and communication competence, as well as team-based decision making. Besides this, the AI-mediated pedagogy in the military is not thoroughly researched, particularly regarding ethics, professional responsibility, and organizational governance.

The future studies must then take a number of directions. The cross-national research would assist in elucidating how mediation-based pedagogy works in various military and higher education systems. This type of research may give more solid evidence regarding the outcomes and the implementation processes due to the use of mixed methods research. The comparative civilian-military studies would assist in determining the aspects of

mediation-based pedagogy that are transferable and those that need to be adapted. It also remains evident that more powerful assessment frameworks are needed that are able to measure reflective, relational and conflict related learning outcomes. Lastly, with the emergence of the digital and AI-enhanced system, future scholarship must come up with ethical governance frameworks of mediated learning that safeguard human judgment, institutional responsibility, and relational aspects of learning.

9 CONCLUSION

Mediation based pedagogical approaches are gaining importance in higher education due to supporting dialogue, reflection, ethical reasoning, collaborative learning and constructive engagement with complexity. As this review has shown, mediation goes beyond conflict resolution to act as a larger pedagogical orientation that enhances communicative, relational and reflective elements of learning. This is especially pertinent in today's higher education, where institutions are held to prepare learners for diverse, uncertain and ethically demanding professional and social environments: From a military perspective, there are challenges and opportunities from mediation based pedagogy. Military higher education takes place in structures of hierarchy, discipline, and professional formation that may reduce the immediate applicability of dialogic and participatory methods; nonetheless, these are, in fact, the very conditions in which such pedagogy may be especially important given the growing demands for leadership communication, ethical judgment, intercultural competence, conflict management, and adaptive decision making. The worth of the mediation-based pedagogy approach to military higher education does not lie in the substitution of discipline by dialogue, but in the complement to the systematic professional formation by the reflective, communicative, and ethically responsive educational activities. However, the bottom line is that its successful application requires long-lasting institutional support, attentive pedagogical adjustment, faculty readiness, as well as the ethically based combination of online and AI-enhanced learning spaces.

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